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product of ἀκοιμήτω ρεύματι. "Furled" is surely in strange company here. The need of a rhyme for "world" can hardly excuse its use. Rhyme is responsible for the weakening of προσαναιόμενον to "lies" (p. 12, l. 4). Similarly θαρσαλέαις has become "loud vaunted" (p. 35, l. 12) to rhyme with "undaunted". Not due to the exigencies of rhyme are the following: "Tear-colored" (p. 12, l. 2) for πλήρης δακρύων; "deeply pent" (p. 14, l. 9) for ἀτέραμνον; "feather-swift" (p. 20, l. 9) for πτερυγική; "whose edges change" (p. 44, l. 14) for ἀμφάκει; "watched by many a death" (p. 52, l. 9) for πολυθόρου. Why lines 293-295 of the play were omitted does not appear.

A criticism of quite a different sort is concerned with the handling of anapaests. Mr. Wier decided to retain that rhythm where it is found in the original. His anapaests, however, sound decidedly trivial when compared with the Greek. Whether they are cheapened by the use of rhyme, or whether English is not suited to the production of dignified anapaests, or whether the translator is personally culpable, the reviewer does not undertake to determine. One thing, however, is clear to his mind as he lays the book aside—that with all due respect to Mr. Wier, who has done a difficult task exceedingly well, Greek poetry can never rightly be appreciated in English dress. He who would drink from the Pierian spring must climb the rocky slope in the good old-fashioned way.

UNIVERSITY OF PENNSYLVANIA.

H. LAMAR CROSBY.

A Greek Grammar for Schools and Colleges. By Herbert Weir Smyth. New York: American Book Company (1916). Pp. xiv + 492. \$1.50.

This book takes me back to Professor Curtius's lecture-room at the University of Leipzig in the winter of 1879-1880, where, in selecting a seat some days before the course began, I found already there, not far from the front, the card of Herbert Weir Smyth, I think with Harvard, '77, or perhaps '79, in ink. That was the first time I had heard of him. As I had done some graduate work at Harvard in 1874, I determined to avail myself on the first opportunity of the privilege of making his acquaintance. When I introduced myself, some days later, he told me that one of my Harvard teachers, who had been very kind to me in 1874, was then an invalid in Leipzig, namely Professor Anderson. I am sure quite this common acquaintance helped us to know each other far more quickly; and with Smyth it was only natural that this acquaintance should gradually ripen into friendship. Through Smyth I soon became acquainted with Hopkins (of Yale), and it may have been that I introduced one or other of these to Bloomfield (of Johns Hopkins). At any rate I continued to meet Smyth not only in the lecture-room, but occasionally by invitation at his own room, where I was impressed with his growing library. Already at that time he was a buyer of books.

Such are some of the recollections that come back to me in connection with the tall blond young man whom I learned to know first nearly forty years ago. Of course I have kept in touch with him all these years as a scholar of growing reputation, read his papers in the Transactions, his book on the Ionic Dialects, his papers meant for the general public, but all that—with occasional conversations and letters—had not made me quite sure just what to expect in a Greek Grammar for Schools from his hand. I have dipped into it now and then since it appeared a year ago, but seemed never able to find opportunity to read consecutively for any length of time at Madison; so I brought it with me on the last Easter vacation and read it not only with profit but with positive pleasure. I read first the Preface, and have turned back to it more than once after reading a large part of the book. That Preface is a fair statement of the purpose and object of the book. The Grammar does attach, as is claimed, greater importance than its predecessors of the same class did to exact explanations of phonetics and morphological changes, and, while guarded in the limited extent that use is made e.g. of analogy, makes satisfactory explanations in place of others that must long have puzzled many a teacher. For example, note §79 a:

Verbs in —νω may form the perfect middle in —σμαι (73); as πέφασμαι (from φαίνω show) for πέφανμαι . . . . Here ν does not become σ; but the ending —σμαι is borrowed from verbs with stems in a dental (as πέφρασμαι, on which see 73).

But we are warned that "the book is a descriptive, not a comparative, or even an historical, grammar", and one reads it the first time, perhaps, primarily with this sentence in mind:

. . . My aim has been, in the first place, to adapt it to the needs of students using a Greek grammar for the first time, either with or without the accompaniment of a Beginner's Greek Book . . . .

I have read it with increasing satisfaction; but it would be a mistake, it seems to me, to attempt to induct any but perhaps the choicest pupils into the study of Greek with this book without a Beginner's Book. Any student, however, who has got a fair start with a First Greek Book will be increasingly grateful for this Grammar. Still it will probably always be a greater favorite with teachers than with students. With good teachers and advanced students it will doubtless be more satisfactory than any other of our Greek Grammars for Schools. In proof of this read, in syntax, the treatment of the cases—for example the genitive with ἀκούω, αἰσθάνομαι, πυνθάνομαι (891, 892), or the discussion of prepositions, of the middle voice, of future middle and passive (e.g. 1058, 1067), of the tenses, especially the imperfect and the aorist. It is all clear, and the good student when he looks for explanations will find them to an extent almost unbelievable in a work of 500

pages. If the student, or even the teacher, can content himself with only one Greek Grammar, I do not know any one preferable to this. It can be used doubtless by a very skillful teacher so as to ground beginners first in fundamental principles, and then at more advanced stages to guide them through the fuller detail with ever growing satisfaction and success.

Doubtless many will be surprised to find that Professor Smyth's Grammar is not a revision of the Hadley-Allen, but that the editor has only "availed himself to some slight extent, and especially in earlier editions", of the permission to make such use as he might see fit of that Grammar. One naturally expects him to express obligations not only to other Greek Grammars, but also to Gildersleeve's syntactical papers and to Schanz's Beiträge, Riddell's Digest of Platonic Idioms, and Hale's Extended and Remote Deliberatives in Greek; but I confess an especial pleasure in finding here indebtedness acknowledged to Professor Harry's article, The Omission of the Article with the Substantive after οὗτος, ὅδε, ἐκεῖνος in Prose, and to his paper, Perfect Subjunctive, Optative and Imperative in Greek, as well as to Dr. Forman's Selections from Plato. The compliment to the last named recalled my own delight in looking over his edition of the Clouds. With much the same feeling of delight we shall all, I am sure, greet this excellent Greek Grammar by the Eliot Professor of Greek in Harvard University.

UNIVERSITY OF WISCONSIN. CHARLES FORSTER SMITH.

### THE NEW YORK CLASSICAL CLUB

The first meeting of The New York Classical Club for 1917-1918 was held on Saturday, November 3d, in the Brinkerhoff Theatre of Barnard College, with the luncheon following in University Hall, Columbia. There was a large attendance (over 200 were present) and a very successful meeting. The guests of the Club were the Marquis of Aberdeen and Temair, Lady Aberdeen, Dean Andrew F. West, of Princeton University, and, at the luncheon, members of The College Entrance Examination Board, which had been in session at Columbia University that day.

The President, Miss MacVay, announced the change of name, from The New York Latin Club to The New York Classical Club, which had been adopted by the vote of a very large majority of the members.

Dean West, speaking to the subject, How to get Results from the Classical Conference, dealt with not only the Classical Conference at Princeton last June, but with the whole question of the place of the Classics in education. He emphasized the new seriousness imposed upon all educational questions by the War, with a vigorous optimism both for the War and the Classics which was characteristic and inspiring.

Upon announcing Dr. Finley's telegram of regrets at his inability to be present, Miss MacVay herself read Dr. Finley's poem, Vergil's First Eclogue Remembered.

Lord Aberdeen's address was a genial series of reminiscences under the title Struggles with the Classics at St. Andrews and Oxford. Referring to the stimulus of heredity in his study of the Classics, he

mentioned his grandfather, that Earl of Aberdeen to whom Byron paid his respects in English Bards and Scotch Reviewers, in the lines, "First in the oat-fed phalanx shall be seen That traveled thane, Athenian Aberdeen". Allusion to a Latin inscription left by that earlier Lord Aberdeen in a sequestered nook of his estate in Scotland, upon a slab above a rough-hewn stone seat, referring to the actor John Philip Kemble, led to some observations in which the speaker might have been suspected of a mild trace of malice.

"Although classical quotations are no longer in vogue, at any rate in connection with speeches, it is to be hoped that they will not be allowed to disappear altogether, especially for the purpose of inscriptions; and indeed we could not do without the use of Latin for such purposes, not only because of the marvelous adaptability and force of the language, but also because it is often most helpful and convenient for sheltering the expression of a sentiment from too obtrusive attention. I recall a modern instance of this use, when, on a visit to the late Lord Selborne, who was for many years Lord Chancellor of England, I observed that above the massive oak mantelshef, in the hall of a new house which he built, the following words were placed: EGO AUTEM ET DOMUS MEA DOMINO SERVIEMUS. The same declaration in English would somehow seem quite different. At any rate, Lord Selborne would not have been willing to place the words in that prominent position, except under the partial veil of a learned language. So, too, at a place with which I am acquainted in Scotland, which commands an exquisite view up a wide strath, culminating far away in the lofty heights of an imposing mountain, Loch-na-gar, on the stone parapet of the terrace whence this view is obtained one observes, simply cut in the hewn granite, the opening words of that exquisite Psalm (121) which, as the centuries have rolled on, has been a source of cheer and courage to so many millions of human beings: LEVAVI OCULOS IN MONTES UNDE VENIET AUXILIUM MIHI".

Of St. Andrews Lord Aberdeen gave an attractive characterization: "The smallest and the oldest of the Scottish Universities, a place with a distinctive charm and character all its own, partly derived from its situation, very much out of the world, so to speak; but latterly it has become much better known and resorted to as a place for residence or excursion; and just as individuals, when they get an accession of wealth, sometimes become less simple and therefore less attractive, so, too, perhaps, with this little remote seagirt city. . . . Half a century ago, St. Andrews, apart from its history, had just two dominant interests, its University and golf. Of that Scottish pastime it had always been the headquarters, and the Mecca of every true golfer. Golf balls (made of closely packed feathers) were winging and singing their way across the links of St. Andrews before Christopher Columbus sailed across the Atlantic. . . .

Small though the University of St. Andrews was there were really notable men connected with it. The Principal at that time was James David Forbes, a scientist of no mean attainment, and especially an authority in Alpine research. . . . We had also John Campbell Shairp, Professor of Latin. Later he succeeded Forbes as Principal of the University, and subsequently he became Professor of Poetry at the University of Oxford. His was a delightful, breezy personality, and he was truly imbued with the poetic spirit, especially as to the poetry of nature.

ALLAN PERLEY BALL, *Censor*.